

**California Postsecondary Education Commission****Improving Teacher Quality State Grants Program****Project Description**

Project Title	Making Algebra Accessible Project (MAAP)		
Grant Amount: \$935,090	Grant Period: 2008-2012		
Grade Level: K-6	Subject Matter: Mathematics		
Institute of Higher Education	<input type="checkbox"/> Pitzer College and Claremont Graduate University		
Local Education Agency	<input type="checkbox"/> Pomona Unified School District		
Additional Partners:	<input type="checkbox"/>		
Need for Project/ Population To Be Served:	<p>Population to Be Served: MAAP is based in two schools in the Pomona Unified School District (PUSD). In 2006/2007, 80.1% of the students were Hispanic, 6.9% were African-American, and 6.4% were White. Additionally, district-wide, 43.7% of the students that year were English learners, 75.5% received free or reduced priced lunch, and a full 83.3% receive compensatory education. MAAP will address the mathematics achievement gap between White students and students of color. District-wide, 62.4% of White students tested proficient in math as opposed to 38.2% of Hispanic students and 35.1% of African-American students.</p>		
Project Goals:	<p>The Making Algebra Accessible Project aims to (1) increase teachers' pedagogical content knowledge as it relates to early algebraic thinking; (2) increase student performance on state-wide mathematics assessments; (3) increase English Learners' performance on state-wide mathematics assessments; (4) increase student success in taking and passing Algebra in later years; and (5) develop professional learning communities.</p>		
Summary of Activities:	<p>MAAP is 3-year professional development program that consists of the following components: (1) on-site monthly teacher seminars; (2) monthly observations of participants' classroom lessons; and (3) summer institutes. During the monthly seminars teachers explore the algebraic foundations that are laid during arithmetic, examine curricula for algebraic reasoning opportunities, and analyze videotaped classroom segments focused on children's mathematical work. Summer institutes focus on providing teachers the opportunity to engage in mathematical activities as learners and to connect their mathematical work to the K-6 mathematics curriculum.</p>		
Outcomes Expected:	<input type="checkbox"/> Anticipated outcomes include: increased teacher mathematical content knowledge, as measured through Learning Mathematics for Teaching (LMT) surveys; improved student achievement, as measured through statewide achievement tests and student assessments; and reduction in the districtwide achievement gap between white students and students of color. Longer term anticipated outcomes include: increased passing rates in 8 <sup>th</sup> grade algebra and on high-school exit exams.		
Teachers Served	68	Students Served	1400
Project Website: <a href="http://pzacad.pitzer.edu/~sbrown/MAAP">http://pzacad.pitzer.edu/~sbrown/MAAP</a>			

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